

McCormick Elementary

1123 Sandy Bluff Road
Mullins, SC 29574

Grades 3-4 Elementary School

Enrollment 282 Students

Principal Becky Ford 843-464-3760

Superintendent Nathaniel Miller, Ph.D. 843-464-3700

Board Chair Mr. John Hughes 843-464-3700

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	22	78	41

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Below Average	No

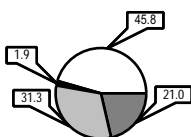
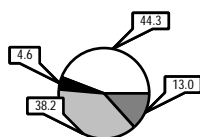
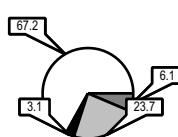
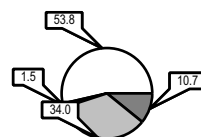
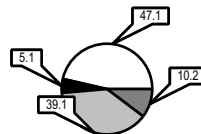
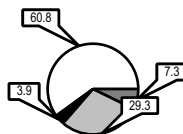
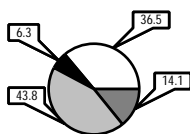
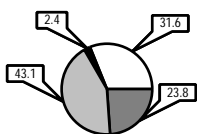
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	278	99.6	46.0	31.2	20.9	1.9	29.3	Yes	Yes
Gender									
Male	141	100.0	54.1	30.8	14.3	0.8	19.5	N/A	N/A
Female	137	99.3	37.7	31.5	27.7	3.1	39.2	N/A	N/A
Racial/Ethnic Group									
White	69	100.0	36.1	26.2	34.4	3.3	44.3	Yes	Yes
African American	201	99.5	50.0	33.0	15.5	1.5	23.7	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	225	99.6	38.7	34.4	24.5	2.4	34.9	N/A	N/A
Disabled	53	100.0	76.5	17.6	5.9	0.0	5.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	278	99.6	46.0	31.2	20.9	1.9	29.3	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	99.6	45.6	31.4	21.1	1.9	29.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	236	99.6	50.7	30.0	18.4	0.9	24.7	Yes	Yes
Full-pay meals	42	100.0	20.0	37.5	35.0	7.5	55.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	278	100.0	44.3	37.9	12.9	4.9	26.9	No	Yes
Gender									
Male	141	100.0	47.4	34.6	12.0	6.0	29.3	N/A	N/A
Female	137	100.0	41.2	41.2	13.7	3.8	24.4	N/A	N/A
Racial/Ethnic Group									
White	69	100.0	26.2	49.2	13.1	11.5	42.6	Yes	Yes
African American	201	100.0	50.8	33.8	12.3	3.1	21.5	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	225	100.0	38.0	40.8	16.0	5.2	31.0	N/A	N/A
Disabled	53	100.0	70.6	25.5	0.0	3.9	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	278	100.0	44.3	37.9	12.9	4.9	26.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	44.3	37.8	13.0	5.0	27.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	236	100.0	48.7	37.1	11.2	3.1	22.3	No	Yes
Full-pay meals	42	100.0	20.0	42.5	22.5	15.0	52.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	278	100.0	66.7	23.9	6.1	3.4	9.5
Gender							
Male	141	100.0	69.9	21.1	4.5	4.5	9.0
Female	137	100.0	63.4	26.7	7.6	2.3	9.9
Racial/Ethnic Group							
White	69	100.0	42.6	34.4	13.1	9.8	23.0
African American	201	100.0	74.9	20.5	3.6	1.0	4.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	225	100.0	63.8	25.8	7.0	3.3	10.3
Disabled	53	100.0	78.4	15.7	2.0	3.9	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	278	100.0	66.7	23.9	6.1	3.4	9.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	66.4	24.0	6.1	3.4	9.5
Socio-Economic Status							
Subsidized meals	236	100.0	71.9	22.8	4.5	0.9	5.4
Full-pay meals	42	100.0	37.5	30.0	15.0	17.5	32.5

Social Studies							
All Students	278	100.0	53.8	33.7	10.6	1.9	12.5
Gender							
Male	141	100.0	57.1	33.1	6.8	3.0	9.8
Female	137	100.0	50.4	34.4	14.5	0.8	15.3
Racial/Ethnic Group							
White	69	100.0	42.6	39.3	11.5	6.6	18.0
African American	201	100.0	57.9	31.8	9.7	0.5	10.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	225	100.0	47.9	38.0	12.7	1.4	14.1
Disabled	53	100.0	78.4	15.7	2.0	3.9	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	278	100.0	53.8	33.7	10.6	1.9	12.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	53.4	34.0	10.7	1.9	12.6
Socio-Economic Status							
Subsidized meals	236	100.0	57.1	33.0	9.4	0.4	9.8
Full-pay meals	42	100.0	35.0	37.5	17.5	10.0	27.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	152	100.0	41.0	38.2	20.1	0.7	20.8
	4	161	99.4	54.1	35.0	10.2	0.6	10.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	136	99.3	38.1	27.8	31.7	2.4	34.1
	4	142	100.0	53.3	34.3	10.9	1.5	12.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	152	100.0	42.4	50.0	6.3	1.4	7.6
	4	161	100.0	46.8	36.1	10.1	7.0	17.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	136	100.0	45.7	42.5	10.2	1.6	11.8
	4	142	100.0	43.1	33.6	15.3	8.0	23.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	152	100.0	65.3	26.4	6.3	2.1	8.3
	4	161	100.0	69.6	20.3	6.3	3.8	10.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	136	100.0	63.8	26.8	8.7	0.8	9.4
	4	142	100.0	69.3	21.2	3.6	5.8	9.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	152	100.0	49.3	43.1	4.2	3.5	7.6
	4	161	100.0	49.4	38.6	7.0	5.1	12.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	136	100.0	48.8	40.2	11.0	0.0	11.0
	4	142	100.0	58.4	27.7	10.2	3.6	13.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 282)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	3.3%	Down from 5.9%	3.9%	2.8%
Attendance rate	96.5%	Up from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	3.9%	Down from 4.6%	3.8%	10.4%
On academic plans	69.4%	N/AV	49.0%	33.6%
On academic probation	N/A	N/AV	2.4%	1.0%
With disabilities other than speech	10.6%	Down from 12.7%	7.2%	7.5%
Older than usual for grade	7.4%	Down from 9.5%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.6%	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	35.0%	Down from 47.4%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	11.1%	Down from 11.8%	2.7%	0.0%
Teachers returning from previous year	79.8%	Up from 75.5%	83.3%	87.3%
Teacher attendance rate	95.8%	Up from 94.9%	94.6%	94.9%
Average teacher salary	\$37,367	Up 1.9%	\$41,280	\$42,485
Prof. development days/teacher	21.7 days	Up from 20.3 days	14.4 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.5 to 1	16.4 to 1	18.6 to 1
Prime instructional time	88.7%	Up from 86.5%	88.5%	89.7%
Dollars spent per pupil*	\$6,104	Up 8.8%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	64.3%	Up from 59.6%	60.6%	64.0%
Percent of expenditures for instruction*	71.3%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCormick Elementary has had a great year filled with learning! Even our breakfast program changed to ensure more students were having a chance to eat, therein reducing restless behavior and helping students to focus better on the tasks at hand. Steps were taken to beautify the building with new symbols being painted on the walls to stimulate thinking. The cafeteria was repainted to reflect a "from the mountains to the sea" theme and new lights were installed, improving the overall learning environment.

Reading First continues with providing third grade teachers with theory and instructional strategies proven to be effective by scientifically based research. The Dominie was administered to each third grader to pinpoint strengths and weaknesses in using strategies to make meaning from text. Fourth grade teachers were also given the opportunity to participate in a similar literacy study group. Third graders were all presented with dictionaries and writer's notebooks funded by an EIA teacher grant to mark their becoming "real writers." A new reading series was adopted and put into use this year. Targeted fourth grade students benefited from a fluency program.

Teachers also participated in math study groups and technology study groups led by our math and technology coaches. Schedules allowed teachers to meet in small groups together to investigate best practices. Teachers also were involved in developing e-portfolios, a state program designed to help teachers progress through levels of technology proficiency. SmartBoards were installed in some classrooms, allowing the teachers to integrate technology more effectively. Safe and Civil Schools trainers worked with our Old Corral Gang (Organization to Lead and Develop a Climate Of Respect, Responsibility And Learning) to develop strategies for assisting students in making good choices about behavior.

For the first time, students were tested with the Measurement of Academic Performance in reading and math. This assessment gives teachers useful information on the skills students need to develop to advance and it has a strong positive correlation to PACT. Scores on the spring MAP predicted very strong growth in state test scores, especially in reading.

Judith L. Pace, Principal
Emily L. Creel, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	130	82
Percent satisfied with learning environment	79.2%	83.6%	86.4%
Percent satisfied with social and physical environment	83.3%	66.7%	88.6%
Percent satisfied with school-home relations	50.0%	80.3%	86.3%

*Only students at the highest elementary school grade level at this school and their parents were included.